

Social Studies Achievement Rubric for 6th grade Knollwood Report Card

12/2/2011 1:28 PM

Performance Indicators	Rubric
Content: Understands ideas and concepts presented	<p>3</p> <ul style="list-style-type: none"> Notes, responses, and other assessments show clear evidence of understanding of historical or geographical concepts Analyzes information to clearly and thoroughly explain issues, concepts, and/or draw conclusions
	<p>2</p> <ul style="list-style-type: none"> Notes, responses, and other assessments show a literal interpretation of information Analyzes information to explain at least one issue or concept with extra support (teacher, materials provided, notes, etc.)
	<p>1</p> <ul style="list-style-type: none"> Notes, responses, and other assessments represent recall of some information Responses demonstrate some recall of major ideas
	<p>E</p> <ul style="list-style-type: none"> Notes, responses, and other assessments show evidence of understanding of history that reaches beyond the topic to make other connections or extend thinking Responses given show evidence of in-depth understanding of relevant historical concepts supported with multiple facts
Content: Uses critical thinking skills to interpret information with supportive ideas and reliable evidence	<p>3</p> <ul style="list-style-type: none"> Responses given show detailed supportive evidence Uses previous knowledge and makes connections to examine issues and support ideas Demonstrates clear understanding of scope of problem and central issues
	<p>2</p>

	<ul style="list-style-type: none"> • Responses given demonstrate relevant historical thinking • Prior knowledge and connections are used in a limited manner to examine issues and support ideas • Restates scope of problem and central issues
	<p>1</p> <ul style="list-style-type: none"> • Ideas may be supported by basic information • Information on a literal level may be used to support ideas • Responses demonstrate recall of major ideas
	<p>E</p> <ul style="list-style-type: none"> • Responses given show evidence of in-depth, sophisticated understanding of relevant history supported with facts including other historical concepts • Extensively uses previous historical knowledge to provide an in-depth understanding of the problem and to relate it to past and possible future situations • Responses demonstrate the ability to compare and discriminate between problems and central issues
Recalls pertinent information	<p>3</p> <ul style="list-style-type: none"> • Identifies people, places, landmarks, and other significant historical and/or geographical information • Lists characteristics of concepts in history, government, and/or geography • Labels maps, diagrams, charts, and other graphical displays accurately
	<p>2</p> <ul style="list-style-type: none"> • With some prompting or other scaffolds (such as a word bank or color coding), identifies people, places, landmarks, and other significant historical and/or geographical information • Lists the essential characteristics of concepts in history, government, and/or geography • Labels salient features of maps, diagrams, charts and other graphical displays with some accuracy.

	<p>1</p> <ul style="list-style-type: none"> • With the aid of mnemonic devices, visual clues, word banks, and other scaffolds along with an increased contextual exposure, identifies a limited selection of people, places, landmarks, and other significant historical and/or geographical information • Matches some concepts in history, government, and/or geography with some of their essential characteristics when given both • Labels some (though not necessarily the most important) features of maps, diagrams, charts, and other graphical displays when given a word bank and/or other reference materials
	<p>E</p> <ul style="list-style-type: none"> • Readily identifies people, places, landmarks, and other significant as well as obscure historical and/or geographical information and seeks to find out more • Lists detailed characteristics of concepts in history, government, and/or geography • Labels maps, diagrams, charts, and other graphical displays with precision and detail beyond models given
Research: Uses effective strategies for locating and organizing information and materials from a broad spectrum of sources	<p>3</p> <ul style="list-style-type: none"> • Seeks out more than one source of information using a variety of research aids • Makes judgments about the relevance, quality and reliability of information gathered
	<p>2</p> <ul style="list-style-type: none"> • Relies mostly on one source of information • Demonstrates a general understanding of the scope of the issue being studied
	<p>1</p> <ul style="list-style-type: none"> • Attempts to use a single source of information • Limited understanding of the scope of the issue being studied

	<p>E</p> <ul style="list-style-type: none"> • Expands self-directed research, using multiple aids, researching information under related topics • Employs complex reasoning to make judgments about the relevance, quality and reliability of the information gathered
Communication: Produces information in written, graphic, and/or oral formats	<p>3</p> <ul style="list-style-type: none"> • Uses historical or geographical terminology appropriate to the situation when explaining solutions or thinking • Provides clear, effective explanations with detailed evidence • Presents information orally with appropriate volume, clarity, and eye contact • Produces thorough and accurate quality of classwork
	<p>2</p> <ul style="list-style-type: none"> • Uses appropriate historical or geographical terminology • Presents researched information with key evidence • Presents information with reliance on written materials and inconsistent volume, clarity and eye contact • Limited production of classwork
	<p>1</p> <ul style="list-style-type: none"> • Uses some historical or geographical terminology • Presents researched information with key evidence omitted, which may hinder communication • Reads information to audience with very little volume, clarity, and eye contact • Attempts to produce classwork
	<p>E</p> <ul style="list-style-type: none"> • Communications always contain precisely and appropriately-used multiple historical or geographical representations and details to organize and display information. • Analyzes and organizes historical or geographical evidence to make a well-reasoned argument or interpretation that deals with major issues. • Presents information with dynamic and engaging style • Reaches beyond the task, making other connections, and independently produces

	thorough, accurate, and detailed quality of classwork
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